

Horizonte Instruction and Training Center 1234 South Main Salt Lake City, Utah 84101

November 13-14, 2007





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Horizonte Instruction and Training Center 1234 South Main Salt Lake City, UT 84101

November 13-14, 2007

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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Salt Lake City, Utah

TABLE OF CONTENTS

Foreword	ii
Utah State Board of Education	iii
Salt Lake City School District Board of Education and Administration	1
Horizonte Instruction and Training Center Administration and Staff	2
Horizonte Instruction and Training Center Mission Statement and Belief Statements	4
Desired Results for Student Learning	5
Members of the Visiting Team	6
Visiting Team Report	7
Chapter 1: School Profile	7
Suggested Areas for Further Inquiry	8
Chapter 2: Northwest Association of Accredited Schools (NAAS)	
Teaching and Learning Standards	9
Mission, Beliefs and Desired Results for Student Learning (DRSLs)	9
Curriculum	10
Instruction	12
Assessment	13
Chapter 3: NAAS Support Standards	14
Leadership and Organization	14
School Services	16
Facilities and Finances	16
Chapter 4: NAAS School Improvement Standard	16
Chapter 5: Community Building	18
Chapter 6: Major Commendations and Recommendations of the Visiting Team	

FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, November 13-14, 2007, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Horizonte Instruction and Training Center is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal James Andersen is also commended.

The staff and administration are congratulated for their desire for excellence at Horizonte Instruction and Training Center, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Horizonte Instruction and Training Center.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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HORIZONTE INSTRUCTION AND TRAINING CENTER

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HORIZONTE INSTRUCTION AND TRAINING CENTER

MISSION

Valuing the diversity and individual worth of students, Horizonte Instruction and Training Center, a multi-cultural learning center, will provide the education and skills necessary for students to achieve self-sufficiency and become contributing participants within their community.

BELIEF STATEMENTS

- Horizonte is a student-centered institution where all students are given the opportunity to succeed and reach their full potential.
- It is a service organization where, valuing the diversity and individual worth of each student, "the customer is always right."
- Horizonte believes all students can succeed if given an educational setting and employment training skills in a nurturing and supportive environment.
- Teachers are valued as the essential piece in ensuring the academic success of the students while at the same time addressing issues such as student identity, safety, and sense of belonging.
- Teachers and administrators are advocates for students. They create an interactive learning environment where all students can achieve their goals.
- Teachers using unique teaching aspects and utilizing current technology and integrated curriculum move students towards graduation, post-secondary education or training, and successful employment.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

- **1. Effective Writer** (communication skills) These indicators will demonstrate effective writing:
 - a. Word choice—Use words that convey intended meaning
 - b. Fluent sentences—Clear, correct, and readable
 - c. Correct conventions—Grammar, punctuation, spelling, and capitalization
- **2. Capable Math Problem Solver** (thinking and reasoning skills—critical thinking, problem solving) These indicators will demonstrate capable math problem solving:
 - a. Multiply one expression by another
 - b. Calculate areas, perimeters, and volume
 - c. Solve one-variable equations
- **3. Competent Reader** (thinking and reasoning skills—critical thinking, problem solving)

These indicators will demonstrate competent reading:

- a. Identify main ideas and details
- b. Use context clues to determine meaning
- c. Make inferences using background knowledge

Date of visit: November 13-14, 2007

MEMBERS OF THE VISITING TEAM

Stephen Jolley, Principal, ITINERIS Early College High School, Jordan School District, Visiting Team Co-Chairperson

Ted Lovato, Accreditation Consultant, Utah State Office of Education, Visiting Team Co-Chairperson

Joe Kelly, Principal, Landmark High School, Nebo School District

Mitch Wilcox, Principal, Washington High School, Ogden School District

VISITING TEAM REPORT

HORIZONTE INSTRUCTION AND TRAINING CENTER

CHAPTER 1: SCHOOL PROFILE

Horizonte Instruction and Training Center is a unique, nontraditional public high school in the Salt Lake City School District. Horizonte, formerly known as Salt Lake Community High School, has served intermediate, high school, and adult students for 34 years. The school serves students in grades seven through twelve, young parents, and adult learners. This report will focus only on the programs offered in grades nine through twelve for the purpose of high school accreditation; however, it is difficult to separate the different programs from one another, as they all have similar instructional and philosophical tenets. The school has nine different sites and programs serving students in ninth through twelfth grades.

The site on South Main serves the largest number of students, approximately 300; the young parents program serves an additional 200 students at the same location, while other sites serve a range from five to 50 students each. The school's programs serve Youth in Custody, Residential Treatment Facilities, Youth Corrections, and Young Parents in addition to the regular nontraditional students. The student population consists of 87 percent free and reduced-price lunch, and 81 percent ethnic minority: 65 percent Hispanic, 10 percent African American, three percent Asian, two percent Pacific Islander, one percent Native American, and 19 percent Caucasian. The gender breakdown of the school is 49 percent female and 51 percent male, with the number of ESL students over 45 percent. The school has identified 89 percent of its students as having at least one risk factor; 65 percent have two risk factors, 43 percent have three risk factors, and 23 percent have four risk factors. The climate of the school is best summed up by the informal motto of the staff: "Whatever it takes!"

a) What significant findings were revealed by the school's analysis of its profile?

The Visiting Team found that the school blends all of its programs (i.e., young mothers, adult education, ELL, and alternative public education) into the same analysis. For the purposes of the accreditation process, it would be helpful to remove much of the narrative that pertains to the non-public education-funded programs. However, the Visiting Team does recognize that one of the strengths of Horizonte is its continuity of services for the students it serves. Clearly the school uses a critical eye in determining the appropriate program/setting for each student enrolled, with strong emphasis placed on the relationship between the student and his/her advisor. In using the ISQ (Indicators of School Quality) survey of its stakeholders, the school became aware of the teachers' perspective on low parental support for students/school, yet the parents' perspective on their support

was much more positive. The school has labeled this discrepancy in perspectives as an "area of concern" in need of further investigation.

What modifications to the school profile should the school consider for the future?

The Visiting Team would suggest that, for the purposes of the Northwest Accreditation Report, the school make concerted effort not include programs that are not funded under the Uniform School Fund for public education (i.e., Adult Education, Adult ELL, etc.) in the final report document. This recommendation should in no way be interpreted as diminishing the value and importance of these programs; however, this report should only address programs intended for students under the public education umbrella—K-12.

c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The Visiting Team determined the self-study had done an excellent job of accurately portraying the school itself, including its strengths. The Visiting Team did not find many substantial weaknesses; however, the self-study did not address weaknesses directly. The Visiting Team's "recommendations" identify the areas needing improvement.

Suggested Areas for Further Inquiry:

- The Visiting Team suggests that a more careful examination be made of the "shared responsibility" of counseling. This specific role of guidance in the school organization should be defined, and data collected to evaluate whether sharing this role between counselor and advisory teacher is effective.
- The Visiting Team suggests the school profile address information found in the survey of stakeholders—the response of both students and parents to extracurricular activities and the need to provide for more opportunities/participation by students.
- The Visiting Team suggests evaluation of the lack of flexibility within curriculum frameworks (textbooks, objectives, outcomes, standards, etc.) needed to address the school's unique student population.
- The Visiting Team suggests the look into a broader definition of "thinking and reasoning" skills (Goal #2 of the action plan) beyond UBSCT math reasoning. Critical thinking has many forms that can be evaluated and/or measured outside of mathematics.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

Mission, Beliefs, and Desired Results for Student Learning (DRSLs):

a) To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?

The Visiting Team determined the school had done an excellent job of creating a collaborative process environment in which to build a shared vision for the school. Each group of stakeholders—parents, staff and faculty members, and administrators—took part in the review and revision of the guiding documents, with careful attention to the varied and diverse population that each different site serves.

The Visiting Team determined that the school-defined beliefs are clearly visible in all aspects of the school operation. The administration, faculty, and staff clearly exemplify a climate with students at its center. There is continuous assessment and analysis of students to determine the best educational setting for each individual in reaching his/her academic goals. The responsibility for students' success is shared by the entire school staff; with the majority of the support coming from an individual advisory teacher taking on the role of "significant caring adult" in the life of each student.

b) To what extent do the school's mission and beliefs align to support the school's DRSLs?

The Visiting Team determined the school DRSL's to be clearly aligned with the school's Mission statement: "...will provide the education and skills necessary for students to achieve self-sufficiency and become contributing participants within their community." The only aspect visible in the school operation but missing from the language of the mission and belief statements is the importance of the "relationship" between the student and the teacher in "ensuring the academic success of the students while at the same time addressing issues such as student identity, safety, and sense of belonging." It is the opinion of the Visiting Team that, somewhere in the school's belief statements, the importance of this factor should be articulated equally with "unique teaching" methods and teacher/administrator "advocacy for students."

c) Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.

The Visiting Team observed a variety of assessments used to measure the school's progress toward achieving the desired results: UBSCT data, CRT data, Integrated Computer-Based Leaning Systems data, 6-8 Week Grading Period, teacher assessments, classroom observations, student and parent surveys, and student work. The specific measures seem directly tied to the benchmarks established for the UBSCT and CRTs. The school has a laser focus on these basic skills; success here is the catalyst for lifelong learning.

d) To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies, and decisions of the school and appear evident in the culture of the school?

The Visiting Team observed a school culture that truly reflects the commitment and passion of the entire staff for the students the school serves. The culture of the organization was felt every moment of the visit. Conversations with parents, students, community members, teachers, secretaries, and administrators were always centered on the individual students, their growth, their needs, and above all their potential. Everything this school does can be traced directly back to students and their success.

Curriculum:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?

The Visiting Team found the staff at Horizonte Instruction and Training Center to be united in seeing that all students meet their respective academic goals. Advisory teachers play an important role and are responsible for monitoring the academic and social performance of their students. They collaborate with other teachers, receive counseling/guidance inservice from a competent head counselor in issuing a student progress report to determine students' needs and performance, and work closely with their assigned students in developing the SEOPs. All course offerings align with the state's Core Curriculum standards and objectives and include the Utah Life Skills curriculum, as seen in the disclosure documents. The satellite sites work collaboratively on disclosure statements. The Utah Life Skills standards are integrated into several courses at Horizonte. These skills are very important to students who are at risk and have struggled in traditional school settings. Teachers meet informally on a daily basis to discuss the curriculum and how to best meet students' needs. Teachers spend significant amounts of time dealing with standards for these skills. The Advisory class at Horizonte is specifically dedicated to teaching the various types of skills and standards included in the Utah Life Skills.

b) To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?

The Visiting Team observed numerous moments of critical thinking taking place in the classroom. It is obvious that each classroom using these instructional strategies to varying degrees. Each teacher was very aware of the students he/she was teaching and used appropriate techniques for reaching each individual. Teachers make continual effort to connect the content of the class to the lives of their students. Relevancy seemed to be the most obvious strategy in each classroom.

c) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?

The Visiting Team found that teachers, working together, have developed disclosure documents for all courses listed and taught at Horizonte. These disclosure documents, which include course descriptions, parallel the descriptions listed on the USOE website. Teachers, in collaboration, support the school DRSLs with student-based learning, setting goals to assist students in becoming contributing members in their communities, providing a quality education and skills for self sufficiency. Horizonte's school goals are (1) reading, writing, and math in class, every day; (2) documentation of youth-home contact and an adult UTOPIA database; and (3) a positive behavior support program. The school's DRSLs are centered on improving student skills in reading, writing, and math. Each teacher at Horizonte is expected to teach a sentence correction problem and math problem every period. Students at the school also engage in twenty minutes of sustained reading each day. Teachers access the sentence correction problems and the math problems on the school's website. This curriculum is readily available and easy for teachers to implement. Teacher leaders are responsible for updating the lessons on the website on a regular basis.

d) How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?

The Visiting Team determined that a considerable effort is being made school-wide to use many of the same assessment measures. The consistent use of daily language, daily math, and daily sustained reading in every subject area and every site classroom helps to ensure system-wide support of meeting learning outcomes. The school uses valid assessment tools and provides opportunities for the faculty to evaluate the data in determining program effectiveness. Each teacher seemed aware of the learning objectives for each of his/her students. This element of the organization seems to be more a result of the advisory program and the relationships created than a result of effective use of assessments.

Instruction:

a) To what extent do teachers use a variety of instructional strategies to enhance student learning?

The Visiting Team observed teachers using a variety of teaching strategies to reach students. Students are up and moving around the classroom, working in groups, and collaborating to reach the lesson objectives. Students engage in application activities more often than direct instruction, which is kept to a minimum. There is a great deal of effort made to connect classroom learning to the individual lives of the students.

The Visiting Team observed project-based, inquiry, and discovery learning used daily by teachers. Small class size promotes individual attention for students who do not understand the material. Teachers structure the classroom activities to change every 15-20 minutes; these changes present different instructional strategies to engage students of varied learning styles, as well as keep the pace of the class dynamic rather than static.

b) To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?

The Visiting Team observed a variety of instructional strategies designed to build capacity for learning. The use of daily language, daily math, and the sustained reading are just a few. However, more important is the nature of the implementation of each strategy. The entire organization, including all satellite sites, engages in the same activity each day. This consistency appears to be extremely powerful in achieving the desired results for each student.

c) To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?

The Visiting Team gleaned from the self-study an extensive commitment to professional development by the school organization. The professional development team, consisting of several teachers and administrators, plans and organizes all professional development training opportunities. The professional development lead teacher, in cooperation with other team members, guides the selection of topics and presenters based on a consensus opinion of needs both inside and outside the classroom. The list of professional development opportunities available is extensive.

d) To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?

The Visiting Team determined that the members of the teaching faculty were proficient in their content areas and knowledgeable of effective instructional practices. The school places great importance on selecting the right person for each classroom setting. Teachers are extremely effective practitioners of classroom instruction. The collaborative design of the teacher leader model that Horizonte practices has reflection—either individual or collective—as one of its foundation tenets in determining program effectiveness.

e) To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?

The Visiting Team found the use of technology throughout the school to be adequate. There was not a clearly defined plan for the integration of technology into curriculum, instruction, and assessment visible to the team. However, the school was certainly effective in its use of technology to disseminate information for the daily language and daily math activities.

Assessment:

a) To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?

The Visiting Team observed processes in which each new student takes several academic assessments prior to being placed in the classroom setting. The TABE test is used to assess student abilities in language and math. Each student also completes a writing assessment.

Based on the results of these assessments, students are placed in courses and with teachers who can best meet their needs. The school self-study articulates that the school would like to develop a school-wide assessment program that picks up after entrance and carries through to the successful completion of all UBSCT assessments.

b) To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?

The Visiting Team determined that assessments are used upon entrance—TABE and writing (following Six Traits criteria). Both of these assessment tools have a proven history of effectiveness, as well as a research-driven design. The school uses the CRT and UBSCT provided by the Utah State Office of Education.

Students are tested at the end of each year in core subject areas. Students also take the UBSCT as required by the USOE for high school graduation. Individual student data is used to help guide students' efforts in areas of weakness and teachers in remediation strategies to raise overall scores on future attempts. All assessments are designed, developed, and used in to determine the best program options for each student.

c) To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?

The Visiting Team determined that the TABE and writing assessments used correspond with skills needed to pass the UBSCT. Data from these assessments help teachers meet the specific remedial needs of students. Classroom assessments relate to the lesson and course objectives. Assessments are fair and test the material and objectives of each course.

d) To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?

The Visiting Team identified numerous professional development opportunities focused on creating different types of assessments and effectively using the data to guide instructional practices. The classroom observations revealed a broad range of student assessment tools in regular use: choral responses, teaching other students, explaining concepts orally, individual practice, group projects, etc.

e) To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?

The Visiting Team witnessed the use of school-wide instructional strategies: daily language, daily math, and sustained silent reading. The school articulated the process used to measure skill acquisition in support of the DRSLs (UBSCT and CRTs). This assessment tool is supported school-wide for both its accuracy and its relevance to the students' academic success.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?

The Visiting Team determined that the school leadership team has been extremely effective in creating a superior learning environment, highly trained instructional staff, and clearly articulated academic goals in a safe setting where students can succeed.

b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?

The Visiting Team determined that the school leadership team, in collaboration with focus groups, is effectively using data and research to drive decisions related to student learning. The school has structured its daily exercises and advisory lessons to directly address the deficiencies of students to assist them in passing the UBSCT.

c) To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?

The Visiting Team determined the school leadership to be an excellent steward for the organization in all respects, as evidenced in conversations the Visiting Team had with several students in which they expressed feeling much safer at Horizonte than at their previous schools. This feeling was also evident in the number of students the Visiting Team met who were the second or third members of the families to attend Horizonte. Most did not even enroll in their traditional boundary school, but enrolled in Horizonte at the earliest opportunity. Students explained that their parents had been very happy with the school and its attention to their siblings' education, and echoed this same feeling themselves.

The Visiting Team determined by all visible evidence that the school leadership, to the greatest extent possible, makes decisions with only one thing in mind: affecting student learning and success. The school leadership has greater control over the allocation and use of resources than that of any other school in the district. The Visiting Team was able to see a diverse distribution of funds that is reflective in the diverse population of the school. The only limitation on the school leadership visible to the Visiting Team was the necessity of facilities modifications to meet curriculum needs and minimal acceptable standards of comfort for the students.

d) To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?

The Visiting Team determined that the school leadership has done an exceptional job in this area, the best the Visiting Team has ever seen. The school leadership should be highly commended for this level of achievement

e) To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?

The Visiting Team observed the significance and effectiveness of the advisory teacher for each student—teachers who advocate for the students, help them navigate daily life, help them understand themselves, help set and reach learning goals, and help them see the potential life holds for them. It is almost impossible to imagine Horizonte without this student advisory component.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding Student Support Services, Guidance Services, Health Services, Library Information Services, Special Education Services, and Family and Community Services.

Facilities and Finances:

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

a) To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process that is reviewed and revised on an ongoing basis?

The Visiting Team determined the action plan to be adequate in addressing the critical areas for follow-up. However, the action plan Goal #3—improved behavior at school—was not clearly pointed out as an area of concern in the self-study. In the survey of stakeholders, behavior marks were "Typical" except where indicated by teachers as related to building social skills. The data on suspensions also indicates an improved trend for the school over the last four reporting years.

Therefore, dedicating one of the three goals of the action plan to this area seems somewhat unwarranted.

b) To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?

The Visiting Team determined that the school's professional development efforts are clearly connected and support the goals for improvement. The attention given to professional development to build skills and the capacity for improvement is commendable. It would appear that on a monthly basis a topic is presented to the faculty and staff with the time/resources necessary to determine existing conditions and subsequently design a plan, with newly acquired knowledge, to move the school/students to an agreed-upon desired outcome.

c) To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?

The Visiting Team concluded that the commitment to the action plan of the school organization was sufficient and evenly distributed among personnel and measurements.

The Visiting Team also concluded that the follow-up processes for the various elements of each action plan goal were satisfactory for monitoring the action plan's effectiveness.

d) To what extent does the school create conditions that support productive change and continuous improvement?

The Visiting Team observed a school culture that was permeated with signs of continuous change. The school ends each year with two days dedicated to the evaluation of the year just completed and a determination of elements in need of change, at which the design of that change is formalized. The school has, by virtue of the structure of its professional development, sent the message that the substance of student success, program effectiveness, and school improvement is an ever-changing target, and the only way a school organization can truly affect these important elements of the education process is to never assume that any process/program is without need of improvement.

e) What significant progress has been made in implementing the original action plan since the last full visit?

The Visiting Team observed the effort that has been made to move student advocacy to the forefront of the entire school's operation. It was evident in almost every conversation that students and their success are the goal of all that is

undertaken. The collaboration and allocation of resources to working effectively to maximize student achievement is commendable. The action plan of the previous visit appears to have now become part of the culture of Horizonte.

f) What significant progress has the school made in addressing the major recommendations of the previous Visiting Team and/or review team?

The Visiting Team observed some progress in addressing the recommendations of the previous visit; however, the facility issues of some satellite sites mentioned in the previous report was not ignored, but rather in the hands of the district office and the local Board of Education. Therefore, significant progress on this recommendation seems unlikely. Finally, the incorporation of the Utah *Life Skills* document into the various curricular areas seems visible in practice but absent in the language of the school operation and/or self-study. This element from the previous recommendations is included in the current Visiting Team's recommendations by infusing the language of the Utah *Life Skills* document into the operating language of the school organization.

CHAPTER 5: COMMUNITY BUILDING

a) To what extent does the school foster community building and working relationships within the school?

The Visiting Team was extremely impressed with the strong and effective community building and working relationships that have been developed over many years at Horizonte. This far-reaching relationship that the school has with the community has an immeasurable positive and pragmatic impact on the very diverse student population at Horizonte. The principal is a catalyst to this strong component of Horizonte, and it was obvious to the Visiting Team that he is respected in the community. He is aware that the strong partnership with community partners is essential to the overall success of the school.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

The Visiting Team observed an extended network of community agencies that are as active in the school organization as any other stakeholder. It is remarkable to see the support of community agencies of such variety: health care providers, charities, business, higher education institutions, government offices, ethnic/cultural support, work force services, rehabilitation, etc. The amount of community awareness this aspect of the school organization generates is commendable. This network of support for the students of Horizonte is something very hard to measure or adequately describe in terms of its value or impact on

student learning; however, the network does give a context or real-world connection to the learning experience of every student.

c) To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?

The Visiting Team determined that the school community had a very active role in the self-study process. The school community plays a dynamic role in the daily operation of the school, and has an important seat at the table to discuss policies, practices, and permutations.

d) How are results of school improvement identified, documented, used, and communicated to **all** stakeholders?

The Visiting Team observed the use of school improvement data during numerous conversations with stakeholders (teachers, students, administrators, parents, and community members). It was not clear how information was communicated to each group, but it was apparent that each group was informed. The narrow focus of the DRSLs and the perspicuous assessment tools used give stakeholders a channel for their efforts and resources, making an impact on the target almost certain.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Horizonte for the high quality of education and related services provided for a very diverse population.
- The Visiting Team commends Horizonte for the consistent leadership over time that has created teacher, staff, and student ownership and a continuing focus on student success.
- The Visiting Team commends Horizonte for the strong continuum of services and programs ensuring student success.
- The Visiting Team commends Horizonte for strong campus security that students recognize and appreciate, allowing them to focus on their educational growth.
- The Visiting Team commends Horizonte for providing a rich and broad access to community resources that students may need outside the classroom setting.

- The Visiting Team commends Horizonte for the flexibility of scheduling options in meeting both student and family needs.
- The Visiting Team commends Horizonte for the use of data in driving instruction, remediation, and setting school goals.
- The Visiting Team commends Horizonte for opening the doors to the community for any service that can benefit Horizonte students.
- The Visiting Team commends Horizonte for the structure of an advisory course that is well organized and consistently delivered, contains worthwhile content, and develops positive, personal relationships. The success of the school as a whole would be greatly diminished without this entity.

Recommendations:

- The Visiting Team recommends that facility issues that limit curriculum offerings and show a lack of minimal acceptable standards of comfort be addressed (i.e., running water, restrooms, and ventilation). This is primarily a satellite site issue, and was mentioned in the previous Accreditation Team Report.
- The Visiting Team recommends that more financial resources be allocated to meet the needs of the "newcomer" students at Horizonte; money should follow the student population and level of services required.
- The Visiting Team recommends that Horizonte consider a more traditional instructional delivery method for art, music, and physical education.
- The Visiting Team recommends that Horizonte revisit the previous Accreditation Team Report recommending that Utah *Life Skills* be incorporated into the driving documents and operating vocabulary of all stakeholders.